

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

301 W. Roosevelt St., Phoenix, AZ 85003

Career Success Schools

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	N/A
2002-03	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	N/A
2002-03	Not Evaluated

School Improvement Status ^(b)

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Kathy E. Scott
 Schedule : 08:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 76
 Web Address : Careersuccessschools.org
 Phone Number : (602) 393-4200
 Fax Number : (602) 393-4205
 E-mail : kscott@csschools.com

Mission

The Copper Square High School Mission:
 To ensure academic excellence, appropriate social skills, and proficient employability skills for each student.

Character and Philosophy: Copper Square High School is a 'College Prep' High School with a small and caring family-like environment, including a strong academic curriculum (National Diploma Project), Advanced Placement coursework, located in the downtown area.

School / Academic Goals

- ü The primary goal of Copper Square High School is to ensure academic excellence. Therefore, we want each student to Meet or Exceed the Arizona Content Standards and pass all three sections of AIMS.
- ü The second goal of Copper Square High School is for each graduating student to attend Community College. Copper Square High School will pay for the student's first class at the Community College.
- ü The third goal of Copper Square High School is to help students develop appropriate Social Skills.
- ü The fourth goal of Copper Square High School is to provide opportunities for demonstrating proficient employability skills.

Enrollment

October 1, 2004 School Year Student Enrollment : 108
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 63

Instructional Programs

- ü Standards Based System
- ü Advanced Placement Courses
- ü National Diploma Project

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/18/2006

Shared Responsibilities

School

The school is responsible for providing a clean, safe, disciplined and healthy learning environment for teaching and assessing the Arizona Content Standards, grading and reporting student achievement. It is also responsible for teaching appropriate social and employability skills.

Parents

Parent/Guardian responsibilities include: Provide transportation and ensure that students attend school each day on time.
Preparation: Ensure that the student is provided lunch and school supplies.
Involvement: Help students follow school policies and procedures, attend school meetings, and support the child's school.

Transportation Policy

Students must find their own transportation to school. However, the school will provide students with bus tickets dependent upon need and attendance patterns.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	133	69846	100	100	100	647	651	699	89	79	21	0	13	11	11	8	49	0	0	18
All Students (Prior Year)	14	131	65934	45	69	100	443	449	492	100	93	43	0	6	18	0	1	24	0	0	15
Female	NC	61	34328	NC	100	99	NC	649	702	NC	84	19	NC	9	12	NC	6	51	NC	0	18
Male	12	72	35509	100	100	100	646	652	696	83	72	23	0	17	11	17	10	48	0	0	18
African American	NC	18	3535	NC	90	100	NC	655	677	NC	86	31	NC	0	15	NC	14	46	NC	0	8
Hispanic	11	74	23363	92	100	100	646	645	680	83	92	32	0	5	16	17	3	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	--	33	36421	--	100	99	--	666	714	--	30	12	--	40	8	--	30	54	--	0	26
Students with Disabilities	NC	16	7690	NC	100	100	NC	643	593	NC	86	64	NC	0	14	NC	14	21	NC	0	2
Students without Disabilities	16	117	62220	94	100	99	650	652	712	88	78	16	0	15	11	13	7	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	14	69	21421	88	84	92	648	645	686	100	90	35	0	7	15	0	3	43	0	0	7
Non-Economically Disadvantaged	NC	64	48489	NC	100	100	NC	656	704	NC	68	15	NC	19	10	NC	13	52	NC	0	23

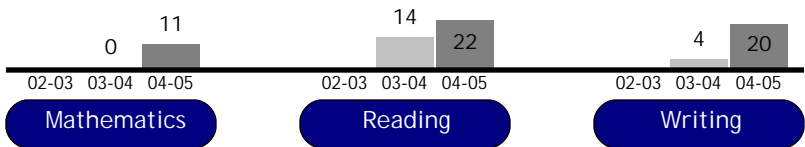
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	144	71311	100	100	100	651	648	694	22	33	7	56	41	21	22	23	63	0	3	9
All Students (Prior Year)	21	155	68162	60	75	100	458	468	509	71	56	18	14	24	24	14	19	51	0	1	8
Female	NC	70	34899	NC	100	100	NC	646	700	NC	37	5	NC	42	19	NC	16	66	NC	5	10
Male	11	76	36430	100	100	100	662	649	688	25	29	9	50	41	22	25	29	61	0	0	8
African American	NC	20	3573	NC	100	100	NC	647	676	NC	25	9	NC	63	26	NC	13	60	NC	0	4
Hispanic	13	70	24056	100	100	100	649	637	672	33	41	13	33	46	31	33	13	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	--	45	36841	--	100	99	--	668	713	--	22	3	--	22	12	--	50	72	--	6	13
Students with Disabilities	NC	15	8021	NC	100	100	NC	656	590	NC	25	27	NC	38	42	NC	38	29	NC	0	1
Students without Disabilities	18	131	63379	100	100	100	656	646	707	13	34	5	63	42	18	25	20	68	0	3	10
Limited English Proficient Students	--	NC	6402	--	NC	100	--	NC	596	--	NC	25	--	NC	44	--	NC	30	--	NC	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	14	49	22243	93	56	93	648	651	677	33	26	14	50	52	32	17	22	51	0	0	3
Non-Economically Disadvantaged	NC	97	49157	NC	100	100	NC	645	702	NC	38	4	NC	36	16	NC	22	69	NC	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	139	70868	100	100	100	644	645	688	20	26	5	60	46	23	20	29	63	0	0	9
All Students (Prior Year)	24	148	67629	69	71	100	433	442	524	79	63	22	17	18	16	4	20	59	0	0	3
Female	NC	71	34710	NC	100	99	NC	643	697	NC	29	3	NC	42	19	NC	29	66	NC	0	12
Male	NC	70	36176	NC	99	100	NC	642	678	NC	26	7	NC	47	27	NC	26	59	NC	0	7
African American	NC	19	3557	NC	100	99	NC	658	675	NC	29	7	NC	29	25	NC	43	62	NC	0	6
Hispanic	10	64	23868	91	94	100	637	639	670	29	28	9	57	49	33	14	23	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	--	47	36710	--	100	99	--	650	702	--	21	2	--	47	15	--	32	69	--	0	13
Students with Disabilities	NC	13	7900	NC	87	100	NC	639	580	NC	25	22	NC	63	49	NC	13	28	NC	0	1
Students without Disabilities	15	128	63054	94	100	99	651	643	701	11	28	3	67	42	20	22	30	67	0	0	10
Limited English Proficient Students	--	NC	6308	--	NC	100	--	NC	591	--	NC	19	--	NC	47	--	NC	33	--	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	13	46	21994	87	53	92	639	649	673	33	21	10	50	57	36	17	21	52	0	0	3
Non-Economically Disadvantaged	NC	95	48960	NC	100	100	NC	638	694	NC	32	3	NC	36	18	NC	32	67	NC	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	19	41	52	16	NA	42	100	28	25	51
	Language	--	--	15	42	52	17	9	42	100	29	24	50
	Mathematics	--	--	31	60	52	35	23	63	100	23	20	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Career Success High School - Copper Square

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 1 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Attendance
- Ü Academics
- Ü Community College
- Ü Social Skills
- Ü Employability Skills
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	6.00
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	3	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library

Extracurricular Activities

- Ü Yearbook
- Ü School Newspaper
- Ü Student Council
- Ü 9/10 Grade Class
- Ü 11/12 Grade Class

Social Services

- Ü Counseling
- Ü Referral Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 39% of our 2004-05 enrolled students graduated.
- 36% of those graduates attend College.
- 54% of those graduates currently have a full time job.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	77	95	94	95
Transfers Out Rates ⁵	74	12	12	17
Transfers In Rate ⁶	288	28	28	37
Stability Rate ⁷	25	87	87	82
Promotion Rate ⁸	18	96	95	81
Retention Rate ⁹	11	1	1	3
Dropout Rate ¹⁰	55	0	1	6
Status Unknown ¹¹	54	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have added a Study Skills class serving several purposes. The primary objective of this class is to teach study and test taking skills. The second purpose is to be used for Advisement. Advisement is the time that the teacher finds out information about each student and becomes their advocate. The third purpose is to provide the opportunity for students to get involved in school clubs.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kathy E. Scott	(602) 393-4200
Transportation Policy	Robert Duffy	(602) 285-5525
Community Resources	Regina Deanes	(602) 285-5525
School Nutrition Programs	Robert Duffy	(602) 285-5525
Parent Organization		
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.